

**\*\*This document was prepared by the Rhode Island Department of Education to serve as a guide for RI public education programs' use in establishing written procedures consistent with the RI *Physical Restraint Regulations* effective September 1, 2002.\*\***

## **Procedures Regarding Prevention and Crisis Intervention/Physical Restraint for Safety Promotion**

### **Intent**

The intent of these procedures is to ensure that every student participating in *Brickstone* schools is free from unreasonable and unnecessary physical restraint and that such an intervention is used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate. These procedures reflect a policy prohibiting corporal punishment. They promote the use of positive, preventive behavioral supports that significantly limit the need for physical intervention, restrict the use of physical force, and ensure that physical restraint is administered in the least intrusive manner possible. These procedures delineate appropriate practice in those instances where physical restraint is absolutely necessary to protect a student or students, staff and/or other school members from imminent, serious physical harm.

The *Brickstone* School Department has established the procedures described in this document for the purposes of:

- (a) Promoting student safety and preventing student violence, self-injurious behavior and suicide, including de-escalation of potentially dangerous behavior that may occur with an individual student or among groups of students;
- (b) Establishing effective crisis intervention practices and, when necessary to ensure safety, appropriate physical intervention procedures;
- (c) Keeping all school members informed regarding these procedures as well as preventive interventions, de-escalation, types of restraints and related safety considerations, administering physical restraint in accordance with behavioral intervention plans and/or known medical or psychological limitations;
- (d) Identifying staff who are authorized to serve as a school-wide resource to assist other staff in proper administration of these practices, and provide these staff with advanced training beyond the basic information provided to all staff.
- (e) Reporting crisis intervention/physical restraint incidences to parents, the *Brickstone* School Department administration, and the Rhode Island Department of Education.

### **Emergency Situations**

The *Brickstone* School Department is committed to maintaining a safe school environment. While the procedures contained herein direct the use of crisis intervention/physical restraint, they do not prohibit any *Brickstone* School Department teacher, employee or agent from using reasonable force to protect students, other persons or themselves from imminent, serious physical harm.

## A. Keeping All School Members Informed

### Annual Professional Development

Each school year, *Brickstone* School Department policies and procedures described in this document are reviewed and provided to all school staff and parents.

Others wishing to review a copy of this document can access it by:

[phone #?, contact person? Address? Website? school library? etc., as long as access is ensured]

Within the first month of school, the staff training is conducted as outlined below.

Staff who are employed after the school year begins are provided this training as part of their initial orientation within the first month of their employment as follows: [who/how/what?]

#### Schedule or Timelines

#### Training Component

#### Training Activities

*Examples*

District Procedures

[include method of  
distribution/access for parents]

Positive Behavioral Supports for All  
Students

Behavioral Interventions for  
Challenging Behavior, including  
Functional Behavioral Assessment

[outline  
district  
procedures  
for  
conducting  
this

De-escalation during crises

professional  
development]

Types of Physical Restraint and  
Related Safety Considerations

Administering Physical Restraint in  
Accordance with Individual Student  
Behavioral Intervention Plans and  
with Known Medical or  
Psychological Limitations

## **B. Methods for Promoting Safety and Preventing Violence**

### **1. Social and Emotional Learning for All Students**

Social and emotional learning and positive behavioral supports for students are addressed as appropriate as part of ongoing school improvement and professional development plans.

[May delineate here any system-wide or school specific structures, practices or standards that are generally supported by the district...

Resource reference: 3-page handout entitled "Structures and Practices in Schools that Create Community and Nurture Social and Emotional Learning".]

### **2. Behavioral Intervention to Support Students Facing or Posing Behavioral Challenges**

To support productive relationships and learning and to enhance connection to school for students who face or pose emotional or behavioral challenges, the following procedures are established in the Brickstone School Department. (as applicable....across the district/in each school ?..addressed in district or school plans? etc)

[Potential components to include:

Functional Behavioral Assessment: How addressed?

Behavioral Intervention Strategies or Plans:

Any procedures , formats, protocols in place that you want to delineate?

School-based team involvement—Teacher Support Teams? 504 Teams?

Does district have any interagency arrangements? Consultants? In-house specialists to consult on these]

### **3. Crisis Intervention: De-escalation Procedures**

Despite the use of positive behavioral supports and interventions, there may be instances when the behavior of one or more students escalates beyond the student's immediate control, creating danger of violence or self-injury. Safety precautions considered, the first course of action should be the application of specific intervention strategies designed to diffuse the situation by addressing students' emotional needs and de-escalating the immediate behavior. The intent of de-escalation is to restore the student(s) capacity to control the immediate impulse/behavior and move toward safer or more constructive resolution of the immediate problem situation.

In the event of student behavior representing a crisis, the following de-escalation strategies should be employed:

[Delineate district or school procedures or techniques promoted.]

#### 4. Crisis Intervention: Physical Restraint

##### Restraint Procedures

It is the policy of the *Brickstone* School Department that physical restraint/crisis intervention is used only in the following circumstances:

- ☒ Non-physical interventions were not or would not be effective; and
- ☒ The student's behavior poses a threat of imminent, serious physical harm to self and/or others; and, where applicable,
- ☒ In circumstances where a behavioral intervention plan is already developed for the student, the plan has been fully implemented as specified.

The *Brickstone* School Department limits the use of such force to the amount and duration necessary and reasonable to protect a student or another member of the school community from assault or imminent, serious physical harm.

##### In the event that physical restraint becomes necessary:

- 1) Every attempt should be made to alert additional school personnel for observation or assistance.
- 2) Only the safest physical restraint methods are to be used.
- 3) Every effort should be made to isolate the restraint situation, to avoid prolonging or escalating the situation.
- 4) If the duration of a physical restraint is prolonged, or student becomes deliberately and dangerously assaultive, the students' parent(s) or guardian(s) must be notified to remove him/her from school as soon as possible to avoid further danger. Any contact with police should follow the *Brickstone* School Department (*Zero Tolerance...Crisis Intervention....Discipline*) Policy.
- 5) If the student exhibits suicidal or homicidal indicators, the district or school (*crisis team*) must be contacted for further intervention in accordance with district policy.
- 6) The student should be released slowly from the restraint, in stages, to ensure that she/he has regained self-control and no longer presents an apparent danger.
- 7) Any injury occurring during a restraint must be treated immediately by the appropriate medical personnel (*you may wish to specify*). Injuries will be recorded in the Physical Restraint Report.
- 8) As soon as possible following the incident, but no later than the next school day, the staff member(s) who administered the restraint will document the incident in a Physical Restraint Report and inform the appropriate administrator (*specify—eg. principal, etc.*). The report is forwarded to (*specify administrative office*).
- 9) Follow-up steps include parent notification, review of restraint with student, staff involved and the appropriate administrator (*May wish to specify—principal?*), and consideration of further action, including preventive behavioral interventions.

## **Restraint Prohibitions**

Physical restraint is prohibited in the following circumstances, consistent with Rhode Island Physical Restraint Regulations effective September 1, 2002:

- (a) As a means of punishment;
- (b) As in any intervention which is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule or humiliation, physical pain, or which can be expected to cause excessive emotional trauma;
- (c) As in any intervention which denies adequate sleep, food, water, shelter, bedding or access to bathroom facilities;
- (d) As in a restrictive intervention which employs a device or material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment may be used by trained personnel as a limited emergency intervention when a documented part of a previously agreed upon written behavioral intervention plan;
- (e) As in seclusion, unless under constant surveillance and observation when documented as part of a previously agreed upon written behavioral intervention plan;
- (f) As in any intervention that precludes adequate supervision of the student;
- (g) As in any intervention which deprives the student of one or more of his or her senses.

## **Restraint Safety Procedures**

The following safety procedures are in effect, consistent with Rhode Island Physical Restraint Regulations effective September 1, 2002:

- (a) Restraint is administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint/crisis intervention, the student demonstrates significant physical distress, the student is released from the restraint immediately, and school staff are directed to take steps to seek medical assistance.
- (b) Program staff must review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint/crisis intervention on an individual student.
- (c) Restraint is administered in such a way that the student is never at any time prevented from breathing or speaking. During the administration of a restraint, a staff member will continuously monitor the physical status of the student, including skin color and respiration. A restraint ceases immediately upon determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to him or herself or others.

(d) Following the release of a student from a restraint, the following follow-up procedures are implemented:

- ☒ Appropriate staff will review the incident with the student, as appropriate, to address the behavior that precipitated the restraint;
- ☒ The administrator (*specify principal, supervisor, or other person*) will review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed and consider whether any follow-up is appropriate for the student and for students who witnessed the incident.
- ☒ The administrator (*specify as above*) will review the incident with the student and consider whether any follow-up is appropriate for the student and for students who witness the incident.
- ☒ School personnel will meet (with the parent? Not included in regs—see very last item on last pg) to determine whether the student requires a behavioral intervention plan as part of the his or her education program, or, if one already exists, whether that plan needs to be modified or adjusted.

### C. Authorized Staff

Only trained personnel authorized by the *Brickstone* School Department may administer physical restraint/crisis intervention with students. Whenever possible, the administration of a physical restraint/crisis intervention shall be witnessed by at least one adult who does not participate in the restraint. This training requirement does not preclude any teacher, employee or agent of the *Brickstone* School Department from using reasonable force necessary to protect students, other persons, or themselves from imminent, serious physical harm.

The following staff have received advanced training in the use of crisis intervention/physical restraint and are authorized either to administer restraint or to also serve as a school-wide resource to assist staff in ensuring proper administration of crisis interventions and physical restraint:

School	Staff	Designation/Authorization/Role
		[Trained to administer crisis intervention/physical restraint?  Qualified as trainer of staff/school-wide resource?]

## **Advanced Training for Authorized Staff: Training Requirements**

In addition to the basic training provided all staff regarding these procedures, the following advanced training is required for staff considered by the Brickstone Schools to be qualified to administer physical restraint/crisis intervention procedures with students:

*[delineate district training provided]*

For staff designated to serve as staff trainers or resource persons for colleagues and parents in the use of crisis intervention/physical restraint, the following program of advanced training, *including annual review and skill enhancement experiences*, is required:

*[delineate district training required/provided]*

## **D. Reporting Instances of the Use of Physical Restraint/Crisis Intervention**

As soon as possible, but not later than the next school day, the staff member who administers a physical restraint/crisis intervention submits a written report to the Administration (specify—Superintendent? Office?) of the Brickstone School Department, using the reporting format in Appendix A.

The Administration (*specify office*) maintains an ongoing written record of all reported instances of physical restraint.

As soon as possible, but not later than two schools days, the student's parent(s) or guardian(s) are notified of the restraint incident. *[Delineate how the district or school will do this—eg. contact parent and review incident report....?]* Records of parent notification are maintained in *[indicate how maintained, eg. signatures on incident reports? Log of contacts?]*.

Each year (as part of its Strategic Plan, Funding Application, Discipline Report, etc—leave unspecified until determined by RIDE), the Brickstone School Department submits a report regarding all incidents of the use of physical restraint/crisis intervention to the Rhode Island Department of Education.

## **E. Procedures for Investigating Complaints**

*[Delineate procedures that the district will implement for submitting, receiving, investigating, and resolving complaints regarding restraint practices – may wish to include any forms in appendix.]*

**Physical Restraint/Crisis Intervention Report**

Date of Incident: \_\_\_\_\_

Date of Report: \_\_\_\_\_

Person Completing Report: \_\_\_\_\_

name

title/position

Person(s) who administered restraint: \_\_\_\_\_

name

title/position

Physical restraint began at: \_\_\_\_\_ and ended at: \_\_\_\_\_ . Duration: \_\_\_\_\_  
time time minutes

Administrator informed following the restraint: \_\_\_\_\_  
name (please initial) title/position

Observers: \_\_\_\_\_  
\_\_\_\_\_

Location and activity in which restrained student, other students and staff in the vicinity were engaged when the restraint occurred:

Behavior prompting the restraint:

Description of de-escalation efforts and alternatives attempted:

Justification for initiating physical restraint/crisis intervention:



**Description of the physical restraint/crisis intervention implemented**

(a) Hold(s) utilized and rationale for type of hold:

(b) Student's behavior/reactions during restraint:

(c) How restraint ended:

(d) Did an injury occur in the process of restraint? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes: Student and/or Staff injured: \_\_\_\_\_

Nature of the injury:

(e) Medical care provided (Include care provided, to whom, by whom):

**Follow-up Action**

(a) Further action(s) that the school has taken or will take:

(b) (if applicable) Development or modification of a behavior intervention plan as a result of the physical restraint (Include reference to any such plans contained in separate documents.):

Parent(s) or guardian(s) of the student referenced in this report were informed about this restraint incident on

Date: \_\_\_\_\_ .

Method of notification: \_\_\_\_\_ Letter

Contact person \_\_\_\_\_

Name/position of staff member

\_\_\_\_\_ Phone conversation

\_\_\_\_\_ Conference

## **Format for Documenting Parental Notification**

To document parental notification regarding an incident of the use of physical restraint/crisis intervention with an individual student, it is recommended that your district create a letter format that confirms in writing the date and method used to notify the parent(s) or guardian(s).

For example, if your school's procedure is to meet with parents for a personal conference or contact them via a telephone conversation on the day of the occurrence, you might explain to the parent that they will be receiving follow-up confirmation of their conference, then send home a brief letter documenting the conference participants, place and date. Such a letter might also be useful to document that the school has informed the parent specifically about complaint procedures and to serve as a reminder to parents re: procedures for accessing the process.

Some schools may choose to review the incident report itself with parents as part of informing them of a physical restraint/crisis intervention incident and confirming the procedures followed. In this case, the school must ensure that the confidentiality of other students is routinely protected in completing these reports.